DOCUMENT RESUME

ED 372 785 JC 940 394

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TITLE Tracking Student Transfers: The Perils and Pitfalls of Complying with the New Student Right-To-Know Act (PL 101-542).
PUB DATE 15 Jan 92
NOTE 19p.; Paper presented to the New York State Association of Institutional Researchers and Planning Officers (Albany, NY, January 15, 1994).
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Academic Records; *College Transfer Students; Community Colleges; *Data Collection; *Enrollment Trends; Followup Studies; Higher Education; Two Year Colleges
IDENTIFIERS *Student Right to Know and Campus Security Act; Transfer Rates (College); Westchester Community College NY

ABSTRACT

The Student Right-To-Know and Campus Security Act gives community colleges a strong incentive to track transfer students. Westchester Community College (WCC) in New York devised a four-step process to track students who transferred to four-year college before graduating. The method used to track student transfers involved the following steps: (1) taking all the requests made for a transcript to be sent in a given semester and removing from the files those requests that were not sent to a bona fide four-year college; (2) sending confirmation of enrollment forms to all transfer institutions to which transcripts were sent; (3) setting a deadline for responses; and (4) generating computer reports using Paradox and Lotus 1-2-3 of patterns in transfer college choice and of student characteristics. In fall 1990, WCC sent 1,350 transcripts to four-year colleges, and 87.8% corresponding confirmation of enrollment forms were returned. Of these, 38% confirmed that the student had transferred, and 40% indicated that the student had not transferred. The remaining 22% of the forms either were not returned at all; indicating that the student had been accepted but had not enrolled; or lacked sufficient information to be included. The transfer students enrolled in a total of 148 four-year institutions, with 17.9% enrolled in State University of New York colleges. The largest number of students who transferred were not enrolled in any curriculum; the average number of hours completed was 37.2 hours; and the average grade point average was 2.9. Appendixes include the transfer confirmation form, and statistical summaries of transfer institutions and the majors and characteristics of WCC transfer students. (KP)

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TRACKING STUDENT TRANSFERS

The Perils and Pitfalls of Complying with the New Student Right-To-Know Act (PL 101-542)

by

Marcia M. Lee, Ph.D.

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Presented to the New York State
Association of Institutional Research
and Planning Officers

January 15, 1992
Albany, New York

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TRACKING STUDENT TRANSFERS

The Perils and Pitfalls of Complying with the New Student Right-To-Know Act (PL 101-542)

Marcia M. Lee, Ph.D.

On July 1, 1992 the new Student Right-To-Know and Campus Security Act (PL 101-542) goes into effect. Among other things the law requires any institution that receives federal student aid funds to compile and report graduation rates for each of the curriculum offered by the institution beginning July 1, 1993.

For community colleges throughout the country this legislation offers both an opportunity and challenge. It offers an opportunity because improvements in reporting procedures over previous federal regulations enable community colleges to provide a more accurate picture of the successes they are having in meeting the educational goals of their students. The law now justly allows students who transfer before graduating in a related curriculum to be included in the graduation rate.*

The new law offers a challenge to community colleges, however, in that identifying and tracking student transfers involves a number of serious hurdles which must be overcome.

Purpose of Paper

It is the purpose of this paper to discuss the process used at Westchester Community College to identify students who transferred to four-year colleges before graduating, and to provide a transfer student profile and back-up data suitable to satisfy auditors verifying requirements for the Student Right-to-Know and Campus Security Act.

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* The new law also allows students who graduate "within 150 percent of the normal time for completion of graduation" to be included in the graduation rate, a provision particularly important to community colleges where students tend to alternate full-time and part-time enrollment more than at four year colleges. Moreover, the reporting now applies only to beginning full-time students bringing the task of tracking students into the realm of possibility.

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While such topics as the persistence of transfers at four year colleges, and the eventual graduation rate are usually of greater interest to college administrators and faculty, the scope of this paper has been specifically narrowed to describing and advocating a uniform process for tracking transfer students. The haphazard and inconsistent methods currently used throughout the country and in New York state warrant specific attention to this topic as a necessary first step.

It is hoped that the presentation of this tracking approach will serve as a basis for discussion and debate among officials in the SUNY system which will lead to the adoption of a consistent method of tracking transfer students by the community colleges in the SUNY system. Such a consistency of reporting within one state may eventually lead to uniformity nationwide.

Problems of Definition: Who Is a Transfer?

Even before considering the mechanical process of tracking transfer students, the first problem is to define who qualifies as a transfer student.*

Important considerations include (1) the number of credits an individual must take at the community college to be considered a bona fide student, (2) the identification method of when the student attended the community college, (3) the treatment of students who enroll at a community college and a senior college at the same time, and (4) the number of years that should be allowed to elapse between attending a community college and transferring to a four year college.

Fortunately, recent publications concerning transfer students seem to converge on a definition of a transfer student that address these considerations. Most agree to using twelve credit hours as the minimum number for enrollment purposes at a community college. Most chose the academic year entered as the benchmark for when the student attended. Most also use four years as the maximum amount of time that should be allowed to elapse between attending a community college and transferring to a four year college. Students who attend a four year college and a community college simultaneously have not followed the sequential steps (the community college first and the four year college second) to be considered "transfers."**

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* The federal legislation does not include a definition, although later regulations probably will.

** See Arthur Cohen, "Calculating a Transfer Rate," American Association of Community and Junior Colleges, One Dupont Circle NW., Washington D.C 20036; and Norton W. Grubb, "The Decline of the Community College Transfer Rates: Evidence from National Longitudinal Surveys, Department of Education, 1990. (ERIC Document Reproduction Service No. ED 315 125).

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For purposes of this paper, therefore, the following definition employed by James Palmer, Associate Director of the Center for Community College Education at George Mason University in Virginia, and Arthur Cohen of the Center for the Study of Community Colleges at UCLA is used and recommended:

> **A transfer student is one who enters in a given year, stays long enough at the community college to complete 12 units and goes on to a four-year institution within four years.***

The transfer rate for the entire community college is calculated by dividing the number who entered in a given academic year, obtained at least 12 credits, and subsequently transferred to a four year college, by those who completed at least twelve units at the community college in the same academic year. In the case of an individual curriculum, the rate is calculated by dividing the number in a curriculum in a given year who took at least twelve credits at the college and subsequently transferred to a four year college by the total number enrolled in that curriculum in the same academic year who have taken at least twelve credits at the college.

Identifying Transfer Activity

A survey conducted by the National Center for Academic Achievement and Transfer in cooperation with AACJC in April, 1990, shows the degree to which a variety of approaches for identifying transfers is being used throughout the country.* The most frequently employed approaches identified by the 528 institutions replying to the survey were:

Follow-up survey of graduates	(21% of institutions)
State reporting system	(10% of institutions)
Number of transcript requests	(9% of institutions)
Estimate or guess	(11% of institutions)

For purposes of complying with the Right-to-Know legislation, none of the above approaches is very satisfactory. Graduate follow-up surveys are not needed, since the actual graduate count is suffice for the new law.

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* "Transfers," The National Center for Academic Achievement and Transfer, Working Papers: Volume 1, Number 3, October 1990, p.4.

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The state transfer reporting system, at least in New York, offers great promise but has two shortcomings at this point. Not all the community colleges and four-year colleges are on both the Student Data File and the Automated Degree File. Full subscription is necessary to produce complete reports for each community college.* More importantly, this system reports transfers only within the SUNY system. The numerous private colleges in the State are not included.

The number of transcript requests is meaningless without a follow-up on whether the student actually enrolled. Lastly, the "estimate or guess" approach has real possibilities, although the auditors might not look so favorably on it.

The Method Proposed:

Any method used to track student transfers is fraught with reporting problems. The one that appears to offer the most reliability and a mechanism for review by the auditors, however, is what for want of a better name shall be called the "Request/Confirmed Process."

Step One: The first step in the process involves taking all the requests made for a transcript to be sent in a given semester and removing from the files those requests that were not sent to a bona fide four-year college.

In the case of Westchester Community College, the Fall 1990 semester was chosen. Careful notation was made of the semester the student first attended W.C.C. for future classification into "academeic year first attended" catgories. After eliminating all institutions and companies except four year colleges, 1,350 transcripts were found to have been sent that semester. For purposes of determining a "bona fide" four-year college, a database called "Info Pac/Colleges and Universities" produced by General Info was used.

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* In 1990 SUNY issued its first report using the "Transfer Feedback Information System." The report furnishes information concerning students who transfer from SUNY community colleges to four-year colleges in the State University system. When the system is fully on-line it promises to be very useful, not only for identifying transfers, but for studying their persistence at four year colleges. A shortcoming of the system, of course, is the fact that four year colleges not in the SUNY system are not included.

** The Info Pac/Colleges and Universities database was purchased in conjunction with the "Hotline" data retrieval system. The database contains the names, addresses and telephone numbers of all the accredited four-year colleges in the United States. A SIC number for purposes of identification is supplied for each college.

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Step Two: The next step involved drawing up a transcript/confirmation form (see Appendix A) and sending it to the colleges where the students had asked transcripts to be sent. If the student asked for transcripts to be sent to several colleges (and most did) the confirmation form was sent to each. The size of the project was considerably lessoned by the simplicity of the form. A brief introductory sentence stated only that our records showed W.C.C. had sent a transcript for the student listed below. Would they be kind enough to confirm if the student did at a subsequent date enroll.

Of special assistance to the four year colleges was the inclusion of the social security number of the student and the date the transcript was sent. We attribute the remarkably high response rate from the registrars of the four-year colleges to the inclusion of these two pieces of information.

Out of 1,350 inquiries, 1,186 responses were received, a response rate of 87.8%. Not only was the response rate very high, but it was almost immediate. Confirmation forms as they were written were sent out one week and responses literally come pouring in the following week.

While this process was not computerized this first go around, plans are underway to automate mailings within the college's current registration system. A computerized file will be kept recording each transcript sent. The name, social security number, date the transcript was sent and the college and address to which it was sent will also be kept on the file.

At the end of each semester, mailings to each college where a transcript was sent will be automatically generated containing all the necessary data on students for identification purposes and a request to verify enrollment.

Responses will be entered into the same data file in a field marked either Y (yes) or N (no). This will enable not only a computation of the number who transferred with their academic and demographic characteristics, but also a record of responses to date.

Step 3: A deadline was set for receiving responses and once that occurred the responses were divided into "yes" (they did transfer) and "no" (they did not transfer) responses.

For Westchester Community College 518 forms were returned with a "yes" response and 540 with a "no" response. Therefore, out of the 1350 transcript/confirmation forms sent, 38% resulted in a positive confirmation that a student had transferred. Another 40% confirmed the student had not transferred. The remaining 22% (292) either were not returned at all (164), were not marked (20), were accepted by the college but the student had not enrolled (26), or lacked sufficient information to be included (82).

Step 4: The data was fed into the computer (using Paradox and Lotus 1 2 3) and the following two reports were generated from it: (1) "A Profile of the Colleges To Which Students Transferred," and (2) "A Profile of The Students Who ."*

A PROFILE OF THE COLLEGES TO WHICH STUDENTS TRANSFERRED:

The first report was a breakdown of all the colleges to which W.C.C. students transferred who had requested transcripts to be sent in Fall 1990 indicating (1) the number that transferred to each college, (2) the state the college was located, and (3) the number of colleges in each state (see Appendix B.) The following is a summary of the results:

1. Of the students enrolled at W.C.C. in Fall 1990 who requested a transcript to be sent to a four-year college, 38.0% (518) were confirmed by the Registrar of a four-year college as having transferred to their college the following spring or summer semester.

2. These 518 W.C.C. students enrolled in four-year colleges located in 28 states throughout the United States.

3. They enrolled in a total of 148 four-year colleges nationwide.

4. Fifty-nine of these colleges were located in New York state. More than three-fourths of the transfers (76.6%) or 397 enrolled in New York state four-year colleges.

5. Almost one-fifth (17.9%) or 93 enrolled in 15 SUNY colleges. Another 18 enrolled in 5 CUNY colleges.

6. Almost two-fifths of the W.C.C. transfers (37.5%) or 194 students to eight of the nine four-year colleges in Westchester County.

7. Pace University (White Plains and Briarcliff campuses) received the greatest number of students (85) of the eight colleges located in Westchester, one-sixth (16.4%) of the transfers.

8. The other Westchester colleges located in Westchester county to receive transfers in order of descending enrollment were Iona (59), SUNY Purchase (19), Mercy (16), College of New Rochelle (12), Marymount (5), Sarah Lawrence (2) and Manhattenville (1).

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* When a system is on-line that automatically generates a form upon sending a transcript, the student data already will be in the file except for an indicator of whether the student enrolled, and the curriculum in which he or she enrolled.

A PROFILE OF THE STUDENTS WHO TRANSFERRED:

The W.C.C. Student Transfers Profile focuses on the academic and demographic characteristics of W.C.C. students who transferred to four-year colleges in either the spring or summer semesters of 1991.* All of the statistics are nicely printed on one sheet (see Appendix C) and are summarized as follows:

1. The largest number of students who transferred were not enrolled in a curriculum at all, but, instead, had not matriculated. Over one-fourth (28.8%) or 149 were not enrolled.

2. The second highest number of students to transfer (48) were enrolled in the Liberal Arts Social Science curriculum. This comprised almost one-tenth (9.3%) of the transfers.

3. Other curricula that showed significant numbers of students transferring in descending order of size were Liberal Arts Humanities (34), Business Accounting AS degree (32), Business Administration AS degree (29), Business Administration ASS degree (26), Liberal Arts Math Science (22), and Business Marketing (20). None of the other curriculum had more than 15 transfers.

4. The average number of credit hours obtained by these transfers was 37.2 hours. Two-fifths (40.84%) had obtained over 50 credit hours.

5. The average grade point average (GPA) of this group of transfers was 2.90. Half (50.2%) or 224 students had a GPA of 3:00 or better. Of these 5.6% or 28 students had a 4.00 and 44.6% had a 3.00 or better GPA. Another 42.2% have a grade point average between 2.00 and 2.99 and 7.6% or 38 were under a 2.00.

6. Almost half (47.2%) or 237 were males. Of this group almost three-fourths were white (74.3%), 7.2% Black, 5.1% Hispanics, and 3.4% Oriental.

7. Of the women who transferred (52.8%) almost four-fifths (79.3%) were white. Another 7.2% were Black, 4.2% Hispanic, and only 1 was Oriental.

8. Over half of the students who transferred (53.0%) were in the 22 to 29 age bracket. Another fourth of the students (24.1%) were 20 or 21. Only 5 students were 19 or under. Over one-fifth were 30 or over (21.9%).

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* Because demographic data on some students was missing on the W.C.C. Student Database, only 502 students are included in this report compared to 518 for the Colleges Transferred-To Profile.

Conclusion

The passage of the Student Right-To-Know and Campus Security Act (PL 101-542) scheduled to take effect on July 1, 1992, gives community colleges a strong additional incentive to track students who transfer from their colleges to four-year colleges. The new law now allows students who transfer into a similar curriculum before graduating to be counted in the graduation rates community colleges must report for each curriculum starting July 1, 1993.

Nationwide, and within the SUNY system, there is no agreed definition of what constitutes a transfer student and the method to be used for accomplishing the tracking of students to four-year colleges. There is an immediate need, therefore, to establish a uniform definition of a transfer student and a workable process for tracking and verifying to auditors the students that have transferred.

Fortunately, a convergence of opinion has occurred over the last thirty years toward a definition of a transfer students which is discussed and recommended in this paper.

The process for tracking Fall 1990 students who transferred to four-year colleges from Westchester Community College also has been described in this paper and is offered as basis for discussion in an effort to establish a uniform methodology at least within the SUNY system. It has the advantages of being feasible both manually and in computer automated form, includes all four-year colleges throughout the country both public and private, and provides each community college with the ability to create a profile of the academic and demographic characteristics of the students who transfer, and a report on the colleges to which they transfer.

Failure of community colleges to incorporate transfer students into the federally mandated Right-To-Know graduation rates, will produce results which greatly understate the contributions community colleges are making to the goals and objectives of their students, and greatly understate the contribution that community colleges are making to the overall well-being of the American educational system.

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APPENDICES

SUNY

APPENDIX A

Westchester Community College

May 30, 1991

Dear Registrar:

Our records show that the student identified below requested his or her transcript be sent to your college.

Would you be kind enough to let us know if the student did at a subsequent date transfer to your college.

Thank you very much.

Sincerely,

Marcia M. Lee

Marcia M. Lee, Ph.D.
Director, Office of Institutional Research

Student's Name: Margaret A Mileto SS # 131-31-3400

Date Transcript sent: 10/18/90

College Responding: SUNY New Paltz

✓ Yes, the student did transfer to our college.

___ No, the student did not transfer to our college.

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Appendix B

1/14/92 TRANSFER SUMMARY OF COLLEGES BY STATE Page 1
Westchester Community College

State	Name of College	# of Transfers
AZ	Arizona State Univ	2
	Univ of Arizona	2
	Univ of Phoenix	1
	State Total:	5
CA	California State Polytech Univ	1
	California State Univ Hayward Campus	1
	California State Univ Stanislaus Campus	1
	College of the Canyons	1
	Foothill College	1
	Gavilan College	1
	San Diego State Univ	1
	San Francisco State Univ	1
	St Mary's College CA	1
	Univ of Redlands	1
	Westmont College	1
	State Total:	11
CO	Metropolitan State College	1
	State Total:	1
CT	Eastern Connecticut State Univ	1
	Southern Connecticut State Univ	1
	Univ of Connecticut	3
	Univ of Hartford	1
	Univ of New Haven	1
	Western Connecticut State Univ	3
	State Total:	10
DC	Catholic Univ of America	1
	George Washington Univ	6
	State Total:	7
DE	Univ of Delaware	1
	State Total:	1

State	Name of College	# of Transfers
FL	Florida Atlantic Univ	3
	Nova Univ	3
	Orlando College	1
	St Leo College	1
	Univ of South Florida	1
	Univ of Tampa	1
	State Total:	10
GA	Armstrong State College	1
	Georgia Southern College	1
	State Total:	2
IL	Elmhurst College	1
	Univ of Illinois at Urbana-Champaign	1
	State Total:	2
IN	St Joseph's College	1
	State Total:	1
MA	American Intl College	1
	Boston Univ	2
	Clark Univ	1
	Nichols College	1
	Northeastern Univ	2
	Simmons College	1
	Springfield College	1
	Tufts Univ	1
	Univ of Lowell	2
	Univ of Massachusetts at Boston	2
	Wentworth Institute of Technology	1
	Western New England College	1
	State Total:	16
MD	Loyola College	1
	Towson State Univ	1
	Univ of Maryland Baltimore Campus	1
	Univ of Maryland College Park Campus	3
	State Total:	6

Appendix B

TRANSFER SUMMARY OF COLLEGES BY STATE
Westchester Community College

State	Name of College	# of Transfers
ME	Univ of Southern Maine	1
	State Total:	1
MI	Northern Michigan Univ	1
	Univ of Michigan	1
	State Total:	2
NC	Fayetteville State Univ	1
	Greensboro College	1
	Meredith College	1
	North Carolina A & T State Univ	2
	Queens College	1
	Univ of North Carolina (System)	1
	Univ of North Carolina Chapel Hill	1
	Univ of North Carolina Charlotte Campus	1
	Univ of North Carolina Greensboro Campus	2
	State Total:	11
NH	Notre Dame College	1
	Rivier College	1
	Univ of New Hampshire	2
	State Total:	4
NJ	Fairleigh Dickinson Univ	6
	Kean College of New Jersey	3
	Montclair State College	1
	Rider College	1
	William Paterson College of New Jersey	1
	State Total:	12
NM	Univ of New Mexico	1
	State Total:	1
NV	Univ of Nevada Reno Campus	1
	Univ of Nevada at Las Vegas	1
	State Total:	2

State	Name of College	# of Transfers
NY	Adelphi Univ	3
	Alfred Univ	1
	CUNY City College	3
	CUNY City Univ of New York (System)	7
	CUNY Herbert H Lehman College	4
	CUNY Hunter College	1
	CUNY John Jay College of Criminal Justice	3
	Clarkson Univ	1
	College of Aeronautics	1
	College of Mount St Vincent	4
	College of New Rochelle	12
	Columbia Univ	2
	Cornell Univ	4
	Dominican College	1
	Fordham Univ	11
	Hofstra Univ	4
	Iona College	59
	Ithaca College	1
	Long Island Univ (System)	10
	Long Island Univ Brooklyn Campus	1
	Long Island Univ CW Post Campus	4
	Long Island Univ Southampton Campus	1
	Manhattan College	25
	Manhattanville College	1
	Marist College	1
	Marymount College	5
	Mercy College	16
	New School for Social Research	1
	New York Institute of Technology	4
	New York Univ	2
	Pace Univ Pleasantville-Briarcliff Campus	44
	Pace Univ White Plains Campus	41
	Paul Smiths College	1
	Pratt Institute	2
	Russell Sage College	1
	SUNY Albany	12
	SUNY Binghamton	5
	SUNY Buffalo	5
	SUNY College at Brockport	3
	SUNY College at Buffalo	1
	SUNY College at Cortland	7
	SUNY College at Geneseo	2
	SUNY College at New Paltz	18
	SUNY College at Oneonta	6
	SUNY College at Oswego	3
	SUNY College at Plattsburgh	3
	SUNY Empire State College	8
	SUNY Fashion Institute of Technology	1
	SUNY Purchase	19

Appendix B

1/14/92 TRANSFER SUMMARY OF COLLEGES BY STATE Page 5
Westchester Community College

State	Name of College		# of Transfers
NY	SUNY Stony Brook		3
	Sarah Lawrence College		2
	School of Visual Arts		2
	Skidmore College		1
	St Bonaventure Univ		1
	St John's Univ		5
	St Thomas Aquinas College		2
	Syracuse Univ		3
	Univ of Rochester		2
	Yeshiva Univ		1
		State Total:	397
OH	College of Wooster		1
		State Total:	1
PA	Rosemont College		1
	Shippensburg Univ		1
	Temple Univ		1
	York College of Pennsylvania		1
		State Total:	4
RI	Providence College		2
		State Total:	2
SD	Univ of South Dakota		1
		State Total:	1
TN	Fisk Univ		1
		State Total:	1
TX	Texas Woman's Univ		2
	Univ of Houston		1
	West Texas State Univ		1
		State Total:	4

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Appendix B

TRANSFER SUMMARY OF COLLEGES BY STATE
Westchester Community College

State	Name of College	# of Transfers
VT	Univ of Vermont	1
	State Total:	1
WA	Central Washington Univ	1
	Univ of Washington	1
	State Total:	2
	Total Number of Students Transfered:	518

Director, Marcia M. Lee, Ph.D.
Robert Sciabbarrasi
Office of Institutional Research
Westchester Community College

Appendix C

CURRICULUM & BIOGRAPHIC SUMMARIES OF WCC TRANSFER STUDENTS

Westchester Community College

Curr Code	Curriculum Title	Total Enrolled
0515	APPLIED ART	1
0250	BUSINESS ACCOUNTING (AS)	32
0310	BUSINESS ACCOUNTING (AAS)	2
0275	BUSINESS ADMINISTRATION (AS)	29
0311	BUSINESS ADMINISTRATION (AAS)	26
0301	BUSINESS LEGAL SECRETARY	1
0320	BUSINESS MARKETING	20
0325	BUSINESS RETAIL BUSINESS MGT	1
0300	BUSINESS SECRETARIAL	2
0285	CHEMICAL TECHNOLOGY	1
0380	CIVIL TECHNOLOGY	9
0150	COMMUNICATIONS AND MEDIA ARTS	15
0221	COMPUTER SCIENCE	4
0340	CRIMINAL JUSTICE POLICE	10
0312	DATA PROCESSING-PROGRAMMING	4
0385	ELECTRICAL TECHNOLOGY	5
0622	ELECTRONICS	1
0220	ENGINEERING SCIENCE	19
0335	FINE ARTS	6
0230	FOOD SERVICE ADMIN FOODS & NUTR	1
0334	FOOD SERVICE DIETETIC TECH.	2
0330	FOOD SERVICE HOTEL & RESTAU.	1
0332	FOOD SERVICE-INSTITUTIONAL	1
0350	HUMAN SERVICE	8
0125	INDIVIDUAL STUDIES (AA)	3
0225	INDIVIDUAL STUDIES (AS)	4
0337	INTERPRETER FOR THE DEAF	1
0206	LIB ARTS ENVIRONMENTAL SCIENCE	1
0200	LIB ARTS MATH SCIENCE	22
0207	LIB ARTS MATH SCIENCE E.S.	1
0210	LIB ARTS MATH SCIENCE MED TEC	8
0202	LIB ARTS MATH SCIENCE PHARM.	4
0100	LIBERAL ARTS HUMANITIES	34
0110	LIBERAL ARTS SOCIAL SCIENCE	48
0550	MECHANICAL ENGINEERING DRAFT.	4
0390	MECHANICAL TECHNOLOGY	2
0360	MEDICAL LABORATORY TECHNOLOGY	4
0999	NO CURRICULUM	14
0290	NURSING RN	7
0291	NURSING RN-HOLD	1
0304	OFFICE TECH-NON-SHORTHAND	1
0306	OFFICE TECHNOLOGIES-LEGAL	1
0303	OFFICE TECHNOLOGIES-SHORTHAND	1
0364	PERFORMING ARTS DANCE	1
0362	PERFORMING ARTS DRAMA	1
0363	PERFORMING ARTS MUSIC	2
0536	PRIVATE SECURITY	1
0370	RADIOLOGIC TECHNOLOGY	1
0512	REAL ESTATE	1
0400	RECREATION LEADERSHIP	1
0365	RESPIRATORY CARE	3
0575	TOOL AND DIE	1
0507	WORD PROCESSING	2

Ethnicity

White	386	76.89%
Black	36	7.17%
Oriental	9	1.79%
Hispanic	23	4.58%
Amer. Ind.	1	0.20%
Foreign	4	0.80%
Unknown	43	8.57%
Total	**502**	

Age

Under 18	1	0.20%
18-19	4	0.80%
20-21	121	24.10%
22-29	266	52.99%
30-39	69	13.75%
40-49	25	4.98%
over 50	16	3.19%
Total	**502**	

Males

White	176	74.26%
Black	17	7.17%
Oriental	8	3.38%
Hispanic	12	5.06%
Amer. Ind.	1	0.42%
Foreign	3	1.27%
Unknown	20	8.44%
Total	**237**	

Females

White	210	79.25%
Black	19	7.17%
Oriental	1	0.38%
Hispanic	11	4.45%
Amer. Ind	. 0	0.00%
Foreign	1	0.38%
Unknown	23	8.68%
Total	**265**	

GPA

Under 1	4	0.80%
1-1.99	34	6.77%
2-2.99	212	42.23%
3-3.99	224	44.62%
4	28	5.58%
Total	**502**	

Credit Hours

Under 15	168	33.47%
15-29	66	13.15%
30-39	38	7.57%
40-49	25	4.98%
Over 50	205	40.84%
Total	**502**	

Average credit hours: 37.2
Average GPA: 2.9

Source: Marcia M. Lee, Ph.D.
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